



## Building an integrated, quality system of adult basic education in Rhode Island

Led by the Governor's Policy Office with the assistance of the Rhode Island Economic Policy Council, over 60 individuals representing seven state agencies, 24 non-profits, and four economic development and policy entities worked intensely with four nationally known consultants. The following list of Program Quality Indicators was a resultant product of this work and is serving as a resource in the development of RIDE's Adult Education program monitoring tool. The report, which details the work of the task force in its entirety, can be found here:

[http://www.riedc.com/files/EPC\\_04\\_BuildingTheCriticalLinks.pdf](http://www.riedc.com/files/EPC_04_BuildingTheCriticalLinks.pdf)

### PROGRAM QUALITY INDICATORS FOR RI ADULT BASIC EDUCATION SYSTEM

INDICATOR 1: Learner Progress toward Literacy & Numeracy Goals that Impact All Adult Roles

*A. Learner Outcomes*

*B. Assessment of Learner Performance*

INDICATOR 2: Planning, Philosophy, On-Going Improvement & Management

*A. Philosophy and Policy*

*B. Planning, Evaluation and Improvement*

*C. Communication*

*D. Finance*

*E. Records and Reports*

INDICATOR 3: Professional Development for All Staff\* and Volunteers

INDICATOR 4: Recruitment, Intake, & Orientation

INDICATOR 5: Curriculum, Instruction, Assessment, & Learning Environment

INDICATOR 6: Support Services

INDICATOR 7: Community Interaction & Outreach



## CONSIDERATIONS

The Adult Education Office at RIDE will also use the 12 Considerations referenced in WIA Title II (Sec. 231) as follows in developing the AE monitoring protocol and tool:

1. The degree to which the eligible provider will establish measurable goals for participant outcomes.
2. The past effectiveness of an eligible provider in improving the literacy skills of adults and families, and the success of an eligible provider receiving funding in meeting or exceeding the performance levels established for the state, especially with respect to those adults with the lowest levels of literacy.
3. The commitment of the eligible provider to serve individuals in the community who are most in need of literacy services, including individuals who are low-income or have minimal literacy skills.
4. Whether or not the program
  - a. is of sufficient intensity and duration for participants to achieve substantial learning gains.
  - b. uses instructional practices, such as phonemic awareness, systematic phonic, fluency, and reading comprehension that research has proven to be effective in teaching individuals to read.
5. Whether the activities are built on a strong foundation of research and effective educational practice.
6. Whether the activities effectively employ advances in technology, as appropriate, including the use of computers.
7. Whether the activities provide learning in real life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship.
8. Whether the activities are staffed by well-trained instructors, counselors, and administrators.
9. Whether the activities coordinate with other available resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, one-stop centers, job training programs, and social service agencies.
10. Whether the activities offer flexible schedules and support services (such as child-care and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs.
11. Whether the activities maintain a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance against the State eligible agency performance measures.
12. Whether the local communities have a demonstrated need for additional English literacy programs.

\*Note that the RIDE Adult Education office must adhere to monitoring protocols of the US Department of Education, thus these federal protocols will also inform monitoring tool/process development.